Introduction

The Missouri Standards for School Librarians delineate performance expectations for professional 21st century school librarians in Missouri. As certified teachers, P-12 school librarians must demonstrate the knowledge, skills, attitudes and dispositions of two related yet distinct professional disciplines: education and youth services librarianship. School librarians create spaces where members of the school community*, with their diverse backgrounds and lived experiences, come together to thrive and succeed as capable, confident learners. The Standards are grounded in the cornerstone documents of youth services librarianship, the *ALA/AASL Standards for Initial Preparation of School Librarians* (American Library Association/American Association of School Librarians, 2010), the NBPTS *Library Media Standards, 2nd Edition* (National Board for Professional Teaching Standards, *2011), ALSC Competencies for Librarians Serving Children in Public Libraries (Association for Library Service to Children, 2009)* and *YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best* (Young Adult Library Services Association, 2010). **These Standards recognize that P-12 school librarians continuously develop knowledge, skills, attitudes and dispositions.** Therefore, the Missouri Standards for School Librarians employ a developmental sequence to define a continuum that describes how a school library professional matures and strengthens as a leader, information specialist, instructional partner, teacher, and program administrator. The order of the Standards should not be interpreted as an indicator of each Standard's importance in guiding professional practice.

*References to *school community* in this document refer to students, teachers, staff, administrators, families, area residents, and other stakeholders (public libraries, pre-schools, day cares, etc.).

Standard #1 Teaching for Learning: Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.   Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.

> Quality Indicator 1: Knowledge of learners and learning
> Quality Indicator 2: Instructional partner
> Quality Indicator 3: Effective and knowledgeable teacher

Standard #2 Reading and Literacy: Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.

> Quality Indicator 1: Reading promotion
> Quality Indicator 2: Literatures
> Quality Indicator 3: Diversity and inclusiveness
> Quality Indicator 4: Literacy strategies
> Quality Indicator 5: Intellectual freedom

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Standard #3 Information and Knowledge: Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.

> Quality Indicator 1: Access to information
> Quality Indicator 2: Information literacy skills
> Quality Indicator 3: Equitable access to resources and services

Standard #4 Leadership and Advocacy: Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.

> Quality Indicator 1: Instructional leadership
> Quality Indicator 2: Advocating with the school community

Standard #5 Program Management and Administration: Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages fiscal, physical, and personnel resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.

> Quality Indicator 1: Strategic planning, program evaluation, and program reporting
> Quality Indicator 2: Collection management
> Quality Indicator 3: Fiscal, physical, and personnel resources management
> Quality Indicator 4: Professional ethics
> Quality Indicator 5: Policies and procedures

Standard #6 Technology Integration: Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support appropriate academic use of information.

> Quality Indicator 1: Access to technology
> Quality Indicator 2: Knowledge of technology
> Quality Indicator 3: Communicate and facilitate learning
> Quality Indicator 4: Digital Citizenship

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Standard #7 Professional Development: Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

        Quality Indicator 1: Professional Learning
        Quality Indicator 2: Professional Involvement

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The Professional Continuum of the P-12 Missouri School Librarian: The following descriptions apply to all indicators found in the standards:

Candidate P-12 School Librarian:	New P-12 School Librarian:	Developing P-12 School Librarian:	Proficient P-12 School Librarian:	Distinguished School Librarian:
The P-12 school librarian candidate demonstrates the expected knowledge, skills, attitudes and dispositions of a potential 21st century school librarian, specifically the roles of leader, information specialist, teacher, instructional partner, and program administrator stipulated in the Missouri Standards for Professional Educators (MoSPE) for P-12 School Librarians. Performance expectations apply to all candidates preparing to enter the profession whether enrolled in an approved educator preparation program at a college, university, or entering through a state-approved alternate pathway.	The new P-12 school librarian demonstrates the expected knowledge, skills, attitudes and dispositions of a 21st century school library professional entering a new assignment. The individual advances student growth and achievement through the roles of leader, information specialist, teacher, instructional partner, and program administrator stipulated in the Missouri Standards for Professional Educators (MoSPE) for P-12 School Librarians. Performance expectations apply to all new school librarians entering the profession, regardless of the state-approved pathway the individual has chosen.	The developing P-12 school librarian demonstrates expected increased knowledge, skills, attitudes and dispositions expected of a 21st century school library professional early in the assignment stipulated in the Missouri Standards for Professional Educators (MoSPE) for P-12 School Librarians. The individual continues to develop through new experiences in the roles of leader, information specialist, teacher, instructional partner, and program administrator in the library, school community, district and region while continuing to advance student growth and achievement.	The Proficient P-12 school librarian continues to advance his/her knowledge, skills, attitudes and dispositions 21st century school library practice, effectively and efficiently working to advance student growth and achievement. The individual demonstrates expected proficient performance in the roles of leader, information specialist, teacher, instructional partner, and program administrator in the library, school community, district, region and state stipulated in the Missouri Standards for Professional Educators (MoSPE) for P-12 School Librarians.	The Distinguished P-12 school librarian is a career professional whose performance consistently exceeds proficiency. The individual demonstrates expected distinguished performance in the roles of leader, information specialist, teacher, instructional partner, and program administrator in the library, school community, district, region, state and nation stipulated in the Missouri Standards for Professional Educators (MoSPE) for P-12 School Librarians while effectively advancing student growth and achievement.
Indicator Terminology:	**Indicator Terminology:**	**Indicator Terminology:**	**Indicator Terminology:**	**Indicator Terminology:**
Data Points**:	**Data Points**:**	**Data Points**:**	**Data Points**:**	**Data Points**:**

**Data points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology.

Coding of Standards:
First Number = the # of the Standard
Second Letter = the developmental category of the school librarian (C=Candidate; N=New; D=Developing; P-Proficient; S=Distinguished)
Third Number = the sequential number of the Quality Indicator for that School Librarian category in that Standard
[Example 1D3 = Standard #1; Developing School Librarian; Quality Indicator 3]

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